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ABSTRACT

The purpose of this paper is to trace the development of camping and outdoor education in the United States. The early beginnings of camping are described along with the development of organized camps and the influences of urbanization on camping. The basic idea of education through camping is presented for each of the various types of organized camps: private camps, agency camps, church camps, and institutional camps. The historical background of school camping and outdoor education in the United States and the background of outdoor education in Michigan are described in detail. The influence of Life Camps, Inc., and its development into the Outdoor Education Association is described as an effective force in extending the outdoor education movement. (PS)

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HISTORICAL BACKGROUND AND DEVELOPMENT OF CAMPING AND OUTDOOR EDUCATION

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In all likelihood, camping was the oldest form of human living. Through the ages man has lived an out-of-doors life in which he was wholly dependent upon his natural environment for food and shelter. His existence was dependent upon his ability to live in the natural environment. From the position of appreciation and understanding of his environment, he learned through direct experience. Those direct experiences were a part of his everyday existence. The tradition of learning to understand and appreciate the natural environment was a part of the heritage of all youth down through the ages.

Early Beginnings

The first campers in America were the Indians. Those early people used poles, animal hides, and bark for constructing their houses because they were nomadic by nature and traveled according to the seasonal movements of game and other sources of food and clothing. They actually camped three hundred sixty-give days of the year.

Mitchell and Crawford pointed out that:

> The Indians were the first great American campers, and experts they were at it, for they left us vast stores of woodlore and camping "know how," developed by their understanding hearts, their seeing eyes, and their sensitive intelligent hands.[1]

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Those nomadic people were wholly dependent upon their natural environment for their food and shelter. They had a vast knowledge of the utilization of plants and roots and used many of them in their herb medicines and poultices. They constructed their shelters according to geographical location, to available materials, and to the prevailing climate. The Indians were also the earliest farmers in America. They learned to live with their environment, developing

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drought corn, soil fertilization, and methods of irrigation. From the standpoint of appreciation of his surroundings, care of self, resourcefulness, utilization of natural resources, and the practice of simplicity of living, the Indian was a good camper.[2]

The second period of camping was characterized by the exploits of early explorers, trappers, traders, and finally the early settlers. The moment the Pilgrim fathers landed on American shores, they, too, became campers in every sense of the word for their very existence depended upon their ability to wrest a living from the elements. The first act by a party from the Mayflower when it went ashore was the selection of a campsite.[3] More people began to imigrate to those new shores, to build new homes and a new life. That period of immigration continued for many years, and the people began to move farther westward. The pioneers moved westward in their covered wagons. They camped as part of their everyday lives. Those early settlers lived a life of being on their own as individuals and families, camping in the fullest sense of the word. There was self-government, the rule of the group, and a recognition of the "unwritten law" which was a tacit agreement that all grievances as misdemeanors should be settled in council.[4]

In the words of L. B. Sharp, a leading exponent of outdoor education:

> Out of their pattern of living was created our concept and form of democracy. It might be said that camping and democracy started together in this country. A careful study of their progress will show that shelter, food, self-occupation, spiritual influence, group living, and community effort were the basic elements in the development of our country.
>
> At the time of the signing of our American Constitution, approximately ninety-eight per cent of the people lived in a strictly rural area. Today over sixty per cent of the people live in large cities and are necessarily subjected to much regimentation, coercion, and regulation along with all their modern conveniences.[5]

It was not assumed that these early pioneers were in every way better off than the urban dwellers, but rather that the basic element of living, so fund-

amental to the settlers, was still very fundamental today. Learning by direct experience, accompanied by personal instruction, was the customary method of passing the culture of man from one generation to another. The tradition of the American frontier; the development of natural, outdoor resources; and the rapid industrialization of the country helped in the realization of the value of the full use of the out-of-doors as a laboratory for direct learning experiences

Development of Organized Camps

After the Civil War, a comparatively rapid change took place: cities grew, the country turned more and more from an agricultural to an industrial and commercial nation. By 1880, a quarter of the population was living in cities.[6]

Causes of renewed interest in living in the out-of-doors. The idea of a return to nature and the simple life was traced back to the Transcendentalists, especially to Henry David Thoreau, of whom it was said that, as a boy, Henry drove his mother's cows to the pastures and thus became enamored of certain aspects of nature and of certain delights of solitude.[7]

In 1845, that young man, considered an eccentric by the people of his own community, went into the woods on Walden Pond, built a hut, and lived for two years amid the natural surroundings he loved so much. His written account of those experiences, published in 1854, stirred the imagination and made interesting and delightful reading.[8]

Certain series of books for boys were inspired by the interest created by the writings of George Washington Sears[9] and of the Reverend W. H. H. Murray.[10] Such books, showing the joys and adventures of life in the woods and open spaces, became more numerous and did a great deal to stimulate the lust for adventure, to get away from the city, and to enjoy living in the out-of-doors.

The Mexican War, with its hundred of volunteers going on military campaigns, tended to influence youth. Then, the War between the States came, and young

men lived in the open or in Army camps for four years.[11] Soldiers were held in high esteem during war time. They described their experiences or they were seen parading about and training for combat. Young boys imitated them by marching and by sleeping out in the open in rolled blankets or by putting up tents and living in them.[12]

The effect of urbanization. The effect of urbanization, as a factor in creation of early camps, was found repeatedly in the literature. J. G. Holland, in 1873, described what was agreed to be the first organized camp in the United States.[13] It was the camp founded by Mr. and Mrs. Frederick Gunn in 1861. Mr. and Mrs. Gunn, who ran the Gunnery School for boys at Washington, Connecticut, found their schoolboys so eager for marching and outdoor life that they took the whole school on a forty mile camping trip that summer and camped for two weeks on the Sound at Milford, near New Haven, Connecticut.[14] It proved to be such a successful experience that it was repeated in 1863 and in 1865.[15] At the time of that experience, the school was divided into two terms of equal length, a winter and summer term, after the style of the European schools. When the school changed to the American calendar. Mr. Gunn thought the summer vacation was too long, and in 1872, he called his pupils for a period of camping. For twelve years, two weeks of camping was a part of the school curriculum.[16]

Although the stimulant for the first camping trip was a desire to sleep in the out-of-doors and to learn marching as preparation for service in the Civil War,[17] this was not the reason the camp continued to operate until 1879. A book, edited by Gerald P. Burns, indicated that one of the main goals of the experience was to give the boys a "love of nature and the healthful simple pleasure which should act as a guard against the seductive influences of an artificial society."[18] The reference made by Holland, in 1873, to an artificial society seemed to substantiate other references found in the literature depicting the start and development of the organized camping movement as a reaction to urbanization and other related problems.

Lloyd B. Sharp, writing in 1943, indicated that in the past twenty-five years there had been a great increase in the population and a definite shift from rural areas to urban areas.[19]

Dimock, writing in 1948, re-emphasized the fact that urbanization was a major cause in the development of the organized camping movement. He stated:

> The forces and influences that have generated the organized camp, stimulated its development, and brought it to its present dimension and status in American life are numerous. Foremost, probably, are the industrialization and urbanization of our society, which have tended to deprive persons of a sense of kinship with the natural world.[20]

Irwin, in his book, stated:

> With the growth of urban communities, city schools failed to insert into the school curriculum many of those learnings which the city child needed but did not get at home, in the neighboring community, or on the farm. Instead they added more of the traditional subjects and extended the length of the school term from three months to eight or nine months. Memorization and recitation of traditional subjects, coupled with strict discipline, described the educational procedure in vogue. After a long winter of this type of schooling, city children needed some form of free and worthwhile activity to round out their personal and social development. A number of educational, religious, and welfare agencies recognized this, and in their efforts to meet the children's needs began to experiment with, among other things, organized camping.[21]

Sharp and Osborne, writing an account of schools and camps in 1940, indicated that when instructional procedures were confined to the classroom, many fundamental learnings and contacts essential to a well-rounded development of the child were not available to him.[22] They mentioned further that this was effectively pointed out by John Dewey when he said:

> The average American child seldom comes in contact with nature. In school he learns a few dates from books, to press a button, to step on an accelerator; but he is in danger of losing contact with primitive realities--with the world, with the space around us, with fields, with rivers, with the problems of getting shelter and of obtaining food that have always conditioned life and that still do.[23]

Although the literature appeared to indicate that urbanization was an important factor in the initiation of the organized camping movement, the real relationship was rather difficult to make. It may be, as Mitchell and Crawford

implied, that many parents realized the shortcomings of city life, and nostalgic memories of their own rural upbringing or days in camp made them determined to give their children a taste of it through summer camping.[24] On this basis, it was possible to say only that urbanization appeared to be a basic factor in the development of organized camping.

Education Through Camping

Providing children with wider experiences. The desire, on the part of educators, to provide children with a range of wider experiences appeared to be another factor proposed to explain the development of summer camping.

A prominent educator remarked that the range of experience of the average American child was so narrow that he seldom understood what he studied in his school books.[25]

Dr. Hanford Henderson, looking back on his experiences as a camp director during the beginning of the camping movement, stated at the first camp conference in Boston in 1903:

> Beginners in the movement went into it with very different ideas and with different aims to carry out. Some were attracted by the opportunity to provide wider experiences for the child because he was in camp for a longer period of time per day than in the classroom back at school.[26]

Lloyd B. Sharp, in an address given over station W.I.N.S., New York, in 1934, stated:

> If we are to understand better young people and improve our methods in education and child development, it is essential to share experiences with these young people in as many new and different situations as possible. Too often, our child development programs are based upon contacts with children in too few situations. Parents know their children chiefly from what goes on in the classroom, and Sunday school teachers from what goes on in church. The real personality of the child comes to the surface in significant ways in various other types of situations. It is important that parents, teachers, and leaders of young people should increase the scope of their contacts with children.

The escape from the traditional curriculum. The schools of America, around the middle of the nineteenth century, were rigid and very mechanistic in their approach to curriculum.

Sharp, speaking at a Camp Leadership Conference at Teachers College, Columbia University, in 1938, indicated that during the early period of the organized camping movement there was a protest made against the rigidity of the traditional school with the accompanying lock step and fixed curriculum. He stated:

> Back in the early days, 1620 or thereabouts, I suspect the independent home was really a camp, and is not possibly. The members of the family had to spend most of their time on their own, camping that way, coming back to the home for food and supplies. So it continued down through the years. This camping revival of which I speak has been going on for about thirty-five years in varying degrees, the private camping movement, I mean. Then there is the public school influence getting into the camping movement, too. School camps and camps in school. So that then we had this movement of a progressive camp coming in, progressive beginning with a capital "P," and just what makes a progressive camp I am not sure. That element needs to be considerably defined. Generally speaking, it has had a growth similar to the progressive school movement.[28]

Henderson indicated that it was dissatisfaction with the formality of the school curriculum which was expressed by the development of the early organized camp programs. He stated that the directors felt the freedom of the camp would afford opportunities to achieve objectives not possible under the rigid curriculum of the school.[29]

Need for a realistic approach to education. With the rapid growth of urban communities, the schools found themselves unable to provide basic firsthand experiences for children. At the outset, the school curriculum provided the three R's; that was the practical thing to do. With rapidly changing social and economic conditions, new subjects were added to the curriculum, but the curriculum became crowded with subjects. There was much pressure for standard curricula. This, and many other situations, caused educators to be concerned and to declare that the time had arrived to inaugurate a more realistic approach

to education, and the time had come to cooperate with the organized camping movement as an aspect of providing more realistic experiences. The schools, at the time, had failed to develop a curriculum which allowed children opportunities to have basic firsthand experiences available to them in the natural environment of rural living.

Irwin indicated that, in addition to the failure to provide realistic experiences which might compensate for the loss of those basic learnings inherent in the realistic experiences, the schools added more of the traditional subjects and extended the length of the school term from three months to eight or nine months.[30]

Dr. William Heard Kilpatrick was one educator who realized the potentiality of the camp for providing realistic experiences. He offered a warning when he stated:

> Educationally, the camp can be virgin soil. But something more is needed. To be free to move is one thing, to see where to go is quite another. Mere absence of academic restraint does not suffice. Society which surrounds and pervades the school can go also to the woods. A camp can be as conventional as a preparatory school. Most camps too much reflect the conventional outlook.[31]

Sharp, writing in 1946, said that schools, in the main, have always followed the pattern of teaching subjects. All the subject matter was taught inside the classroom when actually most of the material itself came from the outdoors. Why not get as much of the learning as possible firsthand! Outdoor experience was the wedge for opening that interesting door to realism, adventure, and other values.[32]

As a result of the schools' inability to provide a curriculum which afforded basic firsthand experiences, experimentat on was begun in the organized camping field.

Origin of the Various Types of Organized Camps

Despite the fact that camp owners and directors agreed generally as to the basic aims and objectives of camp program, there began to develop from the earliest beginnings specific areas of emphasis which were directly related to the specific interests of the founders.

Sargent indicated that when he turned to Ernest Balch as the real founder of the organized camp movement. Sargent stated:

> Ernest Balch started his camp in 1881 as the result of deliberate planning to meet a particular need. All the essential features of the organized camps as we have them today were worked out by him at Camp Chocura. Moreover, his camp was maintained continuously on the same site for nine years, and as a result of its influence other camps were established which followed his practices and many of his old campers established camps of their own.[33]

When finally located and asked about the camp, Mr. Balch wrote a history of it as he remembered it. He said:

> I first thought of the boys' camp as an institution in 1880. The miserable condition of boys belonging to well-to-do families in summer hotels, considered from the point of view of their right development, set me to looking for a substitute.[34]

The first camp, established primarily for the promotion of health, was one started by Dr. Joseph J. Rothrock in 1876 at North Mountain, Luzern County, Pa. Dr. Joseph Trimble Rothrock, a practicing physician much interested in conservation and forestry, gathered a group of "weakly" boys and took them out into the woods in summer for the pursuit of health and the acquisition of practical information.[35] Rothrock called the camp the "North Mountain School of Physical Culture," a name which he coined. They lived in tents on a large plot of ground adjacent to the summer hotel, the North Mountain House near Wilkes-Barre, Pennsylvania.[36] This school was one of the fore-runners of the organized camp.

Dr. Rothrock's camp was not the only fore-runner of organized camping. There were others working on similar ideas at the same time. An early camp was established for the purpose of developing religious experience by the Reverand

George W. Hinckley. In 1880, during his first year in the ministry, he took some boys from his parish out camping in tents on Gardner's Island, near Wakefield, Rhode Island. He continued his efforts until he had initiated what was to become the Good Will Camps. The camp boasted "sane and sensible religious periods" as well as a sound educational program.[37] Quoting Hinckley, "We had a daily program such as religious observances as seemed adapted to the group, story telling, swimming, boating, fishing and an evening service."[38]

Camp Algonquin, established in 1886, was another of the pioneer camps. It was an example of a camp which was started to develop in children a more comprehensive understanding of a particular subject. Dr. Edwin De Merritte, a specialist in the natural sciences, who founded Camp Algonquin, felt a camp should have educational objectives. Fine ideals were characteristic of those pioneer camp directors, but the fine and intelligent emphasis on teaching a knowledge and appreciation of nature was the distinctive characteristic of Camp Algonquin and Dr. De Merritte.[39] The practice of providing special emphasis in particular program areas has continued in modern camps.

Besides general camps, which usually feature such activities as woodcraft and campcraft, nature, art, crafts, aquatics, sailing, riding, and sports and games, there were a number of special camps for those with special interests or needs. Some, such as salt-water camps, ranch camps, mountain-climbing camps, and pioneer or trip camps, capitalized upon their particular environments.[40] The National Music Camp at Interlochen, Michigan, was a good example of such specialization and was devoted to the study of music.

Sponsorship of the Various Types of Organized Camps

Many organizations have recognized in camping an excellent opportunity to meet their objectives and have established their own camps, each one organized to meet the aims of the sponsoring group. In general, all types of camps attempted to achieve the same objective, but were organized to serve a group of children not served by any other type.

Mitchell and Crawford have classified all types of camps into three main groups according to sponsorship. The three main groups were: (1) private, (2) agency, and (3) municipal.[41]

Sharp indicated that the church, a vital agency in our American way of life, has been interested in and has always done some form of camping.[42] For the purposes of this study, the four basic types of sponsorship for organized camps were: (1) private, (2) agency, (3) church, and (4) institutional.

Private camps. The first organized camp programs initiated in the United States were of a private nature. Mitchell and Crawford's definition helped to clarify this type of sponsorship. They said private camps were sponsored by individuals who, while usually quite mindful of the best interests and welfare of their campers and of the importance of their work as a service to humanity, still must look forward to camper fees as the direct means of earning a living.[43] Gibson's definition of a private camp stated that a private camp was conducted by an individual or group of individuals as a private project" . . . having no organic relationship with any institution or organization . . ."[44] The camps initiated by W. F. Gunn in 1861, J. T. Rothrock in 1876, and Ernest Balch in 1881 were good examples of early private camps.

Most early private camps were conducted for boys, and this was true up to the late nineteen hundreds. However, Dr. and Mrs. Luther Gulick established a girls' camp program in the summer of 1888. This program set a pattern for a rapid development of girls' camps. Four years later, in 1902, the first camp was founded expressly for girls by Laura Mattoon, and it was called Camp Kehonka for Girls. The camp was located at Wolfeboro, New Hampshire.[45]

The private camp has been, to date, the most prominent in the United States. Mitchell and Crawford indicated, in 1961, that there were 2,700 private resident camps in the United States.[46] Burns, reporting in 1951, indicated that there

were 2,400 camps in America serving approximately 330,000 children.[47] This suggested an increase of three hundred private camps during a ten year period.

Agency camps. Social agencies also became interested in providing the advantages of camping for children of the poor, but this type of camp was not widespread before World War I. A few projects have been described in the literature. Sumner F. Dudley, a young resident of Brooklyn, a manufacturer and a member of the New York State Committee of the Y. M. C. A., took boys on camping trips as early as 1882. In 1885, he took seven boys of the Newburg Young Men's Christian Association and established a camp at Orange Lake.[48] The following year, a better site was found at Lake Wawayanda for a camp of twenty-three boys; by 1891, the number of boys increased to eighty-three; and the camp was moved to a site on Lake Champlain which accommodated the increased enrollment.[49] That camp, later called Camp Dudley, was the oldest camp with a continuous existence.[50]

The first agency camp was developed by the Children's Aid Society of New York in 1872. Five years later, in 1887, that agency camp came under the sponsorship of Life's Fresh Air Fund.[51]

The "Fresh Air Camp," so different from the "Fresh Air Homes" which charity organizations established as a fore-runner of those camps as early as 1872, was the type of outing which was distinctly camping.[52] Some of the older organizations, Life's Fresh Air Fund, for example, turned to this type of work.[53]

John Amos Mitchell, who organized Life magazine in 1883, was responsible for starting Life's Fresh Air Fund. The first announcement pertaining to the camping activities appeared in the August 11, 1887, issue of Life magazine.[54]

After 1900, the number of camps sponsored by agencies grew rapidly. One article told the story of a Boy's club in San Francisco where a group of boys was organized for a six week trip to the country each summer from 1903 to 1906. The boys worked part-time for fruit growers and earned enough to pay the expenses

of their camp and trip.[55] The Boy Scouts of America, after the first camping experiment at Camp Becket in 1909, held their first encampment at Whitehall, Michigan, in 1912. That year also marked the beginnings of the Girl Scout and the Campfire Girls camp programs.[56]

Among the other groups which sponsored camping were Pioneer Youth, Boys' Clubs of America, welfare agencies, settlement houses, Catholic Youth Organizations, and other organizations.

Church camps. Reverend George W. Hinckley's camp program was the first record of a church sponsored camp in the United States. The first outing, in 1880, was not an official church-sponsored one, but actually a private endeavor. However, Hinckley's efforts paved the way for later church-sponsored programs.[57]

The first Catholic-sponsored camp programs were established in 1892 by the Marist Brothers of Saint John's Academy of New York.[58]

Sharp, writing in 1957, indicated that much experimentation had been conducted by various churches to discover the best ways for the camp to extend Christian living as a goal of the church.[59] The tradition of church-sponsored camp programs has continued to recent years with many denominations being represented in such programs. There was increasing evidence throughout the country that local churches were rapidly expanding their camp programs and related activities. According to Sharp, there was a definite trend toward making the camping program a more vital and integral part of the entire program of Christian education.[60]

The Playground and Recreation Association of America, in 1927, indicated that the Methodist, Baptist, and Christian denominations were the most prolific in camp programs for church youth.[61] In 1957, Sharp reported that there were over 4,500 camps in the country operated by churches.[62]

Also, it was recognized that the camp could be used increasingly on a year-round basis rather than only for a few weeks in the summer.

Institutional camps. Institutional camps were generally free or inexpensive to their users, since they were supported by tax monies or other such fees assessed from the general public. That type of sponsorship for camping was a relatively recent venture. The programs were operated with public monies through such agencies as state health departments, and both county and local boards of education.

In 1912, the Board of Education of Dubuque, Iowa, cooperated with the Visiting Nurse Association of Dubuque in establishing a summer camp for malnourished children. This was a specialized program that operated on a pattern developed by social agency camps. It was the earliest record of public supported camp that represented a pioneer camping effort on the part of a public school system.[63]

Camp Roosevelt was founded by Major F. L. Beale, the Supervisor of Military Training and Physical Education for the Chicago High Schools.[64] Camp Roosevelt was operated under the auspices of the city Board of Education and backed by an association of business men. Beale secured most of the equipment from the War Department.[65] It was interesting to note that Ward showed that the military aspect of Camp Roosevelt led to the development of the R. O. T. C. Program in secondary schools.[66]

Sargent and others were predicting, as early as 1917, that summer camps would eventually be taken over by the schools and be tax-supported.[67] Such a proposal for boys' camps was made by J. Madison Taylor of Temple University in 1917. He said, "My proposition is that each state shall provide, as part of its education system, vacation camps for boys."[68]

Explaining his proposal in detail, he wanted the ages of thirteen, fourteen, and fifteen to be the desirable years since these were the best years for "moulding plastic youth." He proposed a program aimed at health, growth, character, patriotic citizenship, teamwork, group spirit, leadership, nature study, and the development of practical knowledge and skills.

In 1925, a different type of public camp program was operated by the public schools of Los Angeles. It was a forestry camp, sponsored jointly by the Board of Education and the United States Forest Service.[69]

The Irvington Health Camp at Irvington, New Jersey, was another example of early public camps. Both the Irvington Camp and the Clear Creek Camp of the Los Angeles Schools have been in operation since 1925. Both were supported by the local boards of education.

By the early 1930's, at least seven other cities had camps maintained or directed by boards of education.[70] They were: (1) Chicago, Illinois; (2) Dearborn, Michigan; (3) Dallas, Texas; (4) Jersey City, New Jersey; (5) La Crosse, (6) Oshkosh, and (7) West Allis, Wisconsin.

In 1933, Dr. James F. Rogers, Office Of Education of the Department of the Interior, reported public school camps in operation in thirty-three cities throughout the country.[71] Approximately twelve of those were maintained directly by boards of education, while a greater number were maintained for public school children by various public and private agencies in conjunction with boards of education.

A very significant camping endeavor was undertaken by New York City Works Project Administration, the New York City Park Department, and the New York Board of Education in 1934. It was a day camp project which was so successful that it eventually led to the Lindlof Camp Committee and ultimately to the New York City-School Camp Experiment.[72] The day camps were conducted during the summer for 4,000 children per day, two days per week to August sixteenth and every day from August sixteenth to the end of the month.[73]

By the 1930's, recognition of the need for educational camping began to manifest itself within boards of education and educational institutions increasingly throughout the United States. Mackintosh listed some of the day camp programs: (1) Central Washington College of Education had a day and a half of camping experience for fifth, sixth, seventh, and eighth grade children as a regular feature of the summer session since 1930; (2) the schools of Catskill, New York, began, in 1941, a day camp project which was designed to lead to a year-round type of camping activity; (3) the North Carolina Congress of Colored Parents and Teachers at Rural Life School in Bricks, North Carolina, has operated a camp since 1939; and (4) the Atlanta, Georgia, Public Schools and social service agencies cooperated in a camp program which was conducted during May and October since 1939.[74]

During the same period of time, the Parker School District of Greenville, South Carolina,[75] and the George Peabody College for Teachers[76] were experimenting with camp programs which later developed into permanent educational activities.

The Laboratory School associated with the State Teachers College at Terre Haute, Indiana,[77] and the Lanning Demonstration School[78] (a public school) of the State Teachers College at Trenton, New Jersey, had begun to experiment in both day camps and long term camping during the early 1940's. From 1945 up to the present, many of the now well established year-round school camps had their beginnings. The San Diego City-County Camp Commission, during 1946, turned over to school age children in the public schools the facilities of Camp Cuyamaca.[79] Long Beach, California, in 1948, began to send school age children to La Canada, a city-owned camp operated by the Board of Education. The camp was tax-supported, and food costs were paid by the children.[80] Tyler, Texas, initiated a camp program for school children in the fall of 1949. Donaldson indicated that Camp Tyler was the first camp in the United States specifically planned and built for year-round use.[81]

The development of school camping and outdoor education was greatly influenced by the efforts and attitudes of the State of Michigan and the contributions of the Outdoor Education Association, formerly known as Life Camps, Inc. For the purposes of this study, the two influencing forces were presented under separate headings.

Recognition of the Importance of Camping and Outdoor Education by the State of Michigan

Outdoor education became a reality for the youth of America when various communities throughout the country began to organize their school curricula to include the out-of-doors as a regular part of the school experience and hired teachers and administrators who knew how to conduct an educational program outside of the classroom. One of the states which pioneered in the school camping movement was Michigan.

In an article in the Journal of Educational Sociology, May, 1950, Julian W. Smith stated that no one can say just when the Michigan story in school camping began, but that state had been in the foreground of the movement for the past three decades.[82] In the same article, Smith described an early experiment in school camping, sponsored by the W. K. Kellogg Foundation in cooperation with the public schools of Lakeview (Battle Creek), Decatur, and Ostego, Michigan. Smith further indicated that the experiment was "undoubtedly the first extensive program on a year-round basis with camping as an integral part of the curriculum of the participating schools."[83]

The first camping project in Michigan, sponsored by a public school board, was one conducted by the Fordson School of Dearborn. That activity, which was begun in 1929, was not in the true sense a school camping venture because it was undertaken in cooperation with the Boy Scouts of America. Ready suggested that there was no evidence of the program extending beyond one year.[84]

In 1931, the teachers and parents of the Tappan Junior High School, Ann Arbor, Michigan, began the development of a camp program. About the same time, the Cadillac Board of Education and the Melvindale Board of Education began camps during the summer for elementary school boys and girls.[85] Other schools used camps for special activities, but it was not until 1940 that the year-round camp idea took place.[85]

In the middle thirties, the W. K. Kellogg Foundation built three camps in south-central Michigan for use in an experimental program for children. The project was called the Michigan Community Health Project and was sponsored jointly by the W. K. Kellogg Foundation and seven Michigan counties. After the completion of the experiments, the Foundation made the Clear Lake Camp and staff available to three schools: (1) Lakeview (Battle Creek), (2) Decatur, and (3) Ostego for a year-round school camp.[87]

This was, undoubtedly, the first extensive program on a year-round basis with camping as an integral part of the school curriculum of the participating schools. It was the leadership of Hugh B. Masters of the W. K. Kellogg Foundation which was largely responsible for this particular concept and program of school camping. Masters, then director of the Educational Division of the W.K. Kellogg Foundation, indicated that the Foundation, recognizing the value of camping for children and realizing that existing camp programs were meeting the needs of a relatively small number of the country's youth, became instrumental in developing experiments in school camping.[88]

In July of 1945, seven Michigan public school teachers from the fifth and sixth grades and two staff members of that State journeyed to National Camp in northern New Jersey to spend six weeks planning for and learning how to provide outdoor education for the children in their schools.[89] The teachers came to National Camp on scholarships provided by the W. K. Kellogg Foundation.[90]

Clear Lake Camp was leased under the direction of Western Michigan College of Education, Kalamazoo. In February of 1945, Western Michigan College entered into a jointly sponsored five year experiment for seeking more effective ways of training teachers, particularly in camping and outdoor education, as well as for better understanding of child growth and development.

The regular session of the Michigan legislature, in 1945, passed an enabling law, Act 170, which amended Chapter V of Part II of the School Code. The three amendments, Sections 33, 34, and 34, authorized all school districts, except primary districts, to purchase, equip, and maintain camps to conduct educational and recreational programs. That act allowed school districts to charge fees for the camp experience of resident and non-resident students in order to cover operational and maintenance costs, providing the camps operated on a non-profit basis. The legislation allowed the camps to be located outside the boundaries of the school district,[91] and it gave permission to the school for the utilization of federal and state lands if federal and state authorities consented. About the same time, the State, through the Department of Conservation, purchased large tracts of land for education and recreation in the heavily populated areas in Michigan.[92]

Another significant event at that time was the organization of a new division known as the Health, Physical Education, Recreation, and Outdoor Education Project.[93] This division had a great deal of influence in the development of outdoor education in Michigan.

In 1946, the Michigan Departments of Public Instruction and Conservation with the W. K. Kellogg Foundation joined in an experimental program of camping and outdoor education. The purpose of the experimental project was to discover how education in the out-of-doors could be brought about and how it would involve the natural resources and facilities already available.[94]

In May of 1948, a conference in Washington, D. C., made up of representatives of the U. S. Office of Education, the American Association of Secondary School Administrators, the National Association of Secondary School Principals, the American Council on Education, and the American Association for Health, Physical Education and Recreation along with other groups, recommended:[95]

1. That public schools should provide opportunity for a camping experience for all youth as a part of the educational program.
2. That the State of Michigan immediately set up demonstration research projects in camping for older youth in order to acquire data and facts about the program and operation os such camps and provide for observation by leaders from other states and the general public.

Most of the school camp programs in Michigan in the early 1940's were conducted at the elementary school level. However, Michigan, accepting the challenge set forth by the Washington, D. C. conference and, in the fall of 1948, the State Departments of Public Instruction and Conservation, again joined the W. K. Kellogg Foundation in an experimental program of camping for older youth.[96]

A number of schools in Michigan expressed a desire to participate in the older youth camping program and formulated plans to initiate experimental programs. The first site selected was the Chief Noonday Camp in the Yankee Springs Recreation Area. Battle Creek, Lakeview (Battle Creak), and other nearby schools volunteered to send students to camp.[97]

In 1949, the Michigan State Legislature set aside $10,000 in the State's school aid bill for distribution to secondary schools in Michigan participating schools on the basis of the number of campers which had been at camp a week or more participating in a program considered to be an integral part of the curriculum.[98]

The number of Michigan schools providing a week or more of camping experience as an integral part of the curriculum had increased to approximately sixty by 1950. During this period of development of school camping in Michigan, there developed several projects that established a pattern with which schools could conduct outdoor education programs utilizing state-owned or agency-owned facilities. Those projects set the pattern for the utilization of teachers and parents as staff personnel, thus cutting operating costs involving specialized personnel.

Elliott and Smith, in 1947, stated that the greatest opportunity for extending camping to large numbers of youth would be the utilization of state-owned facilities.[99]

A number of states have had similar beginnings in school camping and outdoor education. California's pilot camping program at San Diego, beginning in 1945; the school camp at Tyler, Texas, in 1949; the State program in Ellensburg, Washington, beginning in 1949; and the New York City camp experiment in 1947 were good examples of the beginnings of school camping and outdoor education. Michigan has had an important role in the acceptance of outdoor education by educational leaders in the United States.

The Influence of Life Camps

Life Camps, Inc., had its beginning in the spring of 1887, under the sponsorship of the old Life magazine.[100] At that time, and up until 1925, the name of the organization was Life's Fresh Air Fund. During the thirty-eight year period, Life's Fresh Air Fund operated two places for children known as Fresh Air Farms. This was part of a large movement, chiefly in New York City, known as Fresh Air Work. Many underprivileged children were taken to the two places operated in Branchville, Connecticut, and Pottersville, New Jersey.

In 1924, a prominent social service organization recommended that a survey be made of Life's Fresh Air Fund activities, and L. D. Sharp, then of Columbia University, was requested to make the study and recommendations.[101] His services were employed by Life's Fresh Air Fund beginning January 1, 1925. A complete re-organization of the program resulted in a shift from a purely charitable vacation idea to a sound educational basis, emphasizing individual care and the development of children. The name was changed to Life Camps, and the corporate name, Life Camps, Inc., was not employed until the fall of 1936.[102]

Re-organization in 1925. The re-organization of Life Camps in 1925 spearheaded a definite movement to re-organize that type of activity for youth in all kinds of camps.[103] The chief effort, at the beginning, was with the welfare camps. The movement started in New York City, but it spread rapidly throughout the country.[104] Life Camps and the people associated with it were called upon often for a description of the program and methods of operation.

In Life Camps, a careful program of experimentation and testing was carried on, and each new advance was thoroughly tested and appraised. For the first two seasons, following Sharp's appointment to the survey, the program followed the traditional departmentalized approach. Experimentation was begun in 1927 with the small group process, and the first small camp or outpost camp was established.[105] The results in individual growth and development were so successful and effective that the entire program was soon re-organized and conducted on a small group plan in both of the children's camps.[106]

Educators became interested in the Life Camp program. Different articles about the camps began to appear in the literature, including one in the Reader's Digest.[107] Educators visited the camps in increasing numbers and began to see the possibilities in the field of education.

The Bureau of Attendance of the New York City Schools, in 1934, joined with Life Camps in an experiment.[108] Sixteen boys who had been sent to the

Parental School Home of New York City were sent to Life Camps for the summer. It was highly successful, and, as a result of the experiment with the school delinquent youth, the Bureau of Attendance Director, George Charfield, completed a thorough study of all the camp records to find other influences that an experience of this type had on youth. Lack of support by the Board of Education curtailed all further experiments.

Further re-organization of Life Camps program took place when, in 1936, Time, Inc., purchased the old Life Magazine. From 1936 to 1940, there was a period of increased acceptance on the part of educators to consider camping as a part of the school curriculum.[109] Life Camps were called upon to explain to educational groups the program, its effect upon children, and methods and accomplishments.[110]

A four year project was carried out in cooperation with the New York City Schools from 1939 to 1942.[111] Mrs. Johanna M. Lindlof, then a member of the City Board of Education, created the Johanna Lindlof Camp Fund to help finance the project. The public schools sent one hundred ten children to Life Camps each summer for a four year period. The results of the experiment were published in pamphlet form.[112]

It was clear that the curriculum of American education was in need of more realism, learning through direct experience wherever possible, and giving American youth the opportunity to live on the land and thus gain some basic education of our great heritage.[113]

Establishment of National Camp. The greatest need was to give that movement proper leadership and direction at all levels of education which involved the establishment of a center for the training of advanced leadership. Thus, National Camp, a national center for training leaders, was envisioned and established in 1940.

Many individuals and groups, representing various organizations as well as educational institutions, became interested in a forward-looking program such as that of Life Camps, and they gave encouragement and support to the movement. Miss Doris Duke became interested in the program of Life Camps in 1932 and contributed annonymously for many years.[114] She purchased a 1000 acre tract of woodland in the Kittatiny Mountains of northern New Jersey in 1938, and she made it available to the girls' Life Camp and for the establishment of the National Camp Leadership Center.[115] It was interesting to note that L. B. Sharp, Executive Director of Life Camps, Inc., at that time, was very instrumental in initiating Miss Duke's contribution. Miss Duke paid for all of the construction costs, and Sharp directed all construction and designed the buildings and shelters.[116]

Actual construction commenced in October, 1938, and the Girls' Camp moved to the property from the old site at Brachville, Connecticut, in the spring of 1939. Construction work on the National Camp began April 15, 1940, and, on July 9, the first session of National Camp opened with twenty-one adults from seventeen states and Canada.[117] The group was composed, in the main, of individuals from schools and youth organizations. New York University conducted college credit courses in cooperation with National Camp and taught by the camp staff. That program continued until 1950.

Institutes for outdoor education were initiated in June, 1942. The institutes were ten days in length. Various groups of students and college faculty attended National Camp. Some of the groups came from the six state colleges of New Jersey until the New Jersey Department of Education established its own camp program and facility at Stokes State Forest, Branchville, New Jersey, in 1949.

The first undergraduate Outdoor Education Institute was held from June 17 to 27, 1942, for the six state teachers colleges of New Jersey at the request

of the State Director for Teacher Training, and the first institute proved to be such an unqualified success that students and faculty alike recommended that the plan be enlarged to provide that type of experience for other students.[118]

Other state departments of education sent representatives to National Camp to study the possibility of such institutes for their teachers and for the introduction of outdoor education into their regular school curriculum. The State of Michigan, mentioned previously, was an example of that endeavor.

Interesting developments have been made by the teacher colleges in New York and New Jersey in the field of teacher education. The colleges participated in the ten-day outdoor education institutes at National Camp, and many of them have developed their own camps. The State Teachers College at Plattsburg, New York, acquired a 750 acre tract of land and began to develop it as a part of the teacher training program.[119] The State Teachers Colleges at Oneonta and Fredonia, New York, acquired camps and developed programs as an integral part of their teacher training programs.[120]

In 1951, Sharp reported that over four hundred and fifty leading educators, conservationists, representatives from the U. S. Office of Education, and lay leaders had attended outdoor education conferences held during the summer sessions at National Camp. Some of the conferences were concerned with conservation and outdoor education. The other conferences dealth with, mainly, the idea of outdoor education in school camping. The most significant conference of that kind was held at National Camp in 1946. The primary theme of the conference was Basic Issues in Camping and Outdoor Education.[121] Under the general chairmanship of Dr. Walter D. Cooking, members of this conference divided into three working committees and developed a report which appeared in the November, 1946, issue of Extending Education.[122]

Two significant experiments in outdoor education were conducted at National Camp during June of 1944 and 1946. The first experiment was conducted in 1944

and 1946. The first experiment was conducted in 1944 with the Lanning Demonstration School of Trenton State Teachers College, New Jersey. The principal of the school and teachers, with thirty-two fifth and sixth grade children, went to National Camp for a ten-day outdoor education program.[123] Then they returned and established a college-sponsored program in a wooded area on the campus. The second experiment was conducted in 1946 with the College High School of Montclair State Teachers College, New Jersey. The Program was carried on with junior high school students and gave further impetus to outdoor education at the secondary school level.[124]

In June, 1947, the most important experiment in outdoor education to date was conducted at Life Camps in cooperation with the New York City Board of Education.[125] The experiment was run on school time to discover if some learning actually did take place faster outside the school room in a camp situation. Two complete classes of fifth and seventh grade students, totaling sixty-four children, spent three weeks in camp.[126]

Testing for the experiment was developed by the Board of Education under the direction of Dr. Wayne Wrightstone.[127] Tests were given before and after the students went to camp. The experimental or camping group was matched against groups that had stayed in school. The results showed that in almost all of the tests, the experimental camp group equalled or bettered the control group at the school.[128]

Reorganization and change of name to the Outdoor Education Association, Inc.

On March 27, 1951, the name of Life Camps, Inc., was changed to the Outdoor Education Association, Inc. The purpose of the Outdoor Education Association was basically the same as that of Life Camps, Inc.--to promote outdoor learning. It worked, not only with educational institutions, but with recreational, religious, and other types of organizations. Under the leadership of Dr. Lloyd B. Sharp,

Executive Director of the Association, it developed new techniques in outdoor education and in the preparation of leaders. In the decade which followed the re-organization, the Outdoor Education Association conducted many surveys and prepared many master plans for organizations interested in developing outdoor education programs of their own. The service aspect of the Association attracted the attention of schools, colleges, churches, recreation commissions, and other groups in many parts of the country.[129]

The move to Southern Illinois University. The national headquarters of the Association was located at 369 Lexington Avenue, New York City, from 1951 until September of 1960 when it re-located on the campus of Southern Illinois University. The Association continued to operate its National Camp for leadership training at Camp Pole Bridge, Matamoras, Pennsylvania, until September of 1961 when it moved its entire operation to Southern Illinois University and the Little Grassy Lake Campus of the University. During the summer of 1962, the Association, in cooperation with Southern Illinois University, conducted a leadership training program for youth and a series of adult leadership training courses and workshops.[130]

A number of area conferences have been co-sponsored by the Outdoor Education Association and Various universities. An important conference of that type was conducted at Southern Illinois University on March 18 and 19, 1960. On September 23 and 24, 1960, a similar conference was held at Northern Illinois University, and the findings of that conference were published in a booklet entitled Outdoor Teacher Education.[131] Reports from both conferences revealed a great deal of recent interest and progress in the extension of outdoor education in public schools, colleges, and universities.

In 1952, the Outdoor Education Association, at the request of President Delyte W. Morris, Southern Illinois University, made a survey for the development

of outdoor education at Southern Illinois University. The purpose of the study was: (1) to appraise land acquired for outdoor education and to suggest ways in which the area might best be used, thinking in terms of total University program; (2) to lay out a plan for the development of the property including the building of roads and other facilities; and (3) to take into consideration the 1400 acre tract of land on Little Grassy Lake which was being considered for the development of school camping to serve the schools in Southern Illinois.[132]

In 1961, the Outdoor Education Association was invited to survey the land located on Little Grassy Lake which was managed by the Educational Council of 100. The survey was completed and published under the title SI-BO-GI Outdoor Education Center.[133]

A revised survey and master plan was developed by Sharp in the fall of 1963.[134] The purchase of two hundred twenty acres by Southern Illinois University adjacent to the tract of land allocated by a federal agency made it possible for the development advocated by the revised master plan. The program started in the fall of 1963 for various neighboring schools and for outdoor teacher education at the university level.

The value of outdoor education has been recognized for some time by leaders in American education. The influence of Life Camps and eventually the Outdoor Education Association had been instrumental in the consideration of outdoor education as an important aspect of education. Curriculum leaders, in search of an experimental curriculum which recognized the importance of direct learning experiences, were provided with one when they participated in conferences and training sessions sponsored by the organization known as the Outdoor Education Association, Inc.

Summary

This chapter considered the historical background of school camping and outdoor education in the United States and, more particularly, the background of

outdoor education in Michigan and the influence of Life Camps, Inc.

Camping, as it is known today, was a recent development, but camping was started many years ago in the United States. The early settlers of our country lived that type of existence which afforded close association with their natural environment. That pattern of living gave birth to many of our basic concepts of democracy.

Outdoor Education, with its educational, recreational, and social objectives, afforded the opportunity for the youth of our country to develop into useful citizens living in a democratic society.

Ernest Balch was recognized as the father of the organized camping movement in the United States. Camping, as a school-sponsored project, was traced back to the time of the Civil War. Frederick Gunn's school camp in Washington, Connecticut, was considered to be the first of its kind.

The first school camp established by a board of education was a summer camp for malnourished children. It was started in 1912 by the Public Schools of Dubuque, Iowa, in cooperation with the Visiting Nurses Association. This represented a pioneer camping effort on the part of the public schools.

Camp Roosevelt, founded by Major F. L. Beale in 1919, was one of the earliest ventures in public school camping for boys.

Camping programs, supported by the public school district were started as early as 1925 when the Clear Creek Camp project of Los Angeles, California, was initiated. In the 1930's, at least seven cities, besides Los Angeles, had school camp programs sponsored by their boards of education. The seven were: Chicago, Illinois; Dallas, Texas; Dearborn, Michigan; Jersey City, New Jersey; and La Crosse, Oshkosh, and West Allis, Wisconsin.

By 1933, Dr. James F. Rogers of the United States Office of Education reported public school camps operating in thirty-three cities in the United States.

It was reported, in 1947, that there were 120 school camps in the United States.

The movement to make a camping experience part of the school program had not been limited to any one area, although some states made an early beginning and were ahead of other states. The Tappan Junior High School in Michigan developed a program in the 1930's. The W. K. Kellogg Foundation cooperated with the Michigan schools in an effort to make school camping programs possible. In 1945, a significant law was passed by the legislature allowing school districts to maintain, equip, and operate school camps as a part of the total school curriculum.

Life Camps began in the spring of 1887, seventy-seven years ago, under the sponsorship of the old Life magazine. In 1924, a prominent social service organization recommended that a survey be made of the Life's Fresh Air Fund activities, and L. B. Sharp was requested to do the study. Complete re-organization of the program resulted, and the program was shifted from a purely charitable vacation idea to a sound educational basis. The influence of that organization was felt across the land. The influence of Life Camps-National Camp, now known as the Outdoor Education Association, has been an effective force in spearheading and extending the outdoor education movement.

The Outdoor Education Association was in the process of experimentation at a new center located in the southern portion of Illinois. In cooperation with Southern Illinois University, it has continued to participate in conferences, conduct field studies, lay out outdoor education centers, and survey and do consultation work. Now, it has embarked on a new venture--the establishment of an outdoor education center for the boys and girls of the thirty-one southern counties of Illinois and the education students of Southern Illinois University.

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